

**INDIANA UNIVERSITY
SCHOOL OF PUBLIC HEALTH
Department of Recreation, Parks, and Tourism Studies
Spring 2015
HPER-R 563: Program Development & Consultation in Recreational Therapy
3 Credit Hours**

INSTRUCTOR & COURSE INFORMATION

Instructor Information

Dr. Jennifer Piatt, CTRS
HPER 145
Office: (812) 855-7819
Office Hours: Wednesdays 2:00 – 4:00 pm, or by appointment
jenpiatt@indiana.edu

Course Information

Class Days and Times: Wednesdays 6:00 – 8:30 pm
On Campus Classroom: WM 195
**This course is using Adobe Connect for Distance Ed Students

COURSE DESCRIPTION

The focus of this course is on theory and techniques related to consultation, program development, and program evaluation in recreational therapy.

PURPOSE

The purpose of this class is to help students understand the process of program development and the role of a consultant in the recreational therapy field.

WHY DO I NEED A COURSE ON RESEARCH AND EVALUATION??

You can think of almost everything in this course as helping you to answer the following question: ***What do I believe to be the most pertinent components of program development and consultation that will help advance clinical practice in recreational therapy? **And how do the 7 Habits of Highly Effective Teens translate to my future career in recreational therapy.***

REQUIRED MATERIALS

Block, P. (2011). *Flawless Consulting: A guide to getting your expertise used (3rd edition)*. New York: Pfeiffer. ISBN 978-0-470-62074-8.

Covey, S. (2011). *The 7 Habits of Highly Effective Teens*. New York: Simon & Schuster.

Completion of the Online Enneagram (Cost \$10.00)

A number of readings will be available on Oncourse under the readings folder in resources:

- ◆ Berman, W. H., Rosen, C. S., Hurt, S. W., & Kolarz, C. M. (1998). Toto, we're not in Kansas anymore: Measuring and using outcomes in behavioral health care. *Clinical Psychology: Science and Practice*, 5, 115-132.
- ◆ Birckmayer, J. D. (2000). Theory based evaluation in practice. *Evaluation Review*, 24, 407-432.
- ◆ Bury, T. (1998). Evidence-based healthcare explained. In T. Bury and J. Mead (Eds.) *Evidence-based healthcare*, (pp. 3-25). Oxford: Butterworth – Heinemann.
- ◆ Caldwell, L. (2003). Basing outcomes on theory: Theories of intervention and explanation. In N. J. Stumbo (Ed.) *Client outcomes in therapeutic recreation services* (pp. 67-86). State College, PA: Venture.
- ◆ Hood, C. D. (2003). Standardizing practice and outcomes through clinical practice guidelines: Recommendations for therapeutic recreation. In N. J. Stumbo (Ed.) *Client outcomes in therapeutic recreation services* (pp. 149-164). State College, PA: Venture.
- ◆ McCormick, B. P. (2003). Outcomes measurement as a tool for performance improvement. In N. J. Stumbo (Ed.) *Client outcomes in therapeutic recreation services* (pp. 221-232). State College, PA: Venture.
- ◆ McCormick, B. P., & Darnsteadt, J. (1999). Quality and performance improvement: Implications for therapeutic recreation. *Annual in Therapeutic Recreation*.
- ◆ McCormick, B.P. Lee, Y. & Van Puymbroeck, M. (2008). Research into practice: Building knowledge through empirical practice. In N. J. Stumbo (Ed.) *Client outcomes in therapeutic recreation services*. State College, PA: Venture.
- ◆ Peterson, C. A., & Stumbo, N. J. (1999). Comprehensive program design.
- ◆ Ross, J., & Ashton-Shaeffer, C. (2003). Selecting and designing intervention programs for outcomes. In N. J. Stumbo (Ed.) *Client outcomes in therapeutic recreation services* (pp. 127-148). State College, PA: Venture.
- ◆ Russoniello, C. V. (2003). The efficacy of therapeutic recreation: Back to the future. In N. J. Stumbo (Ed.) *Client outcomes in therapeutic recreation services* (pp. 111-126). State College, PA: Venture.
- ◆ Smith, M. J. (1990). Program evaluation in the human services. New York: Springer.
- ◆ Stumbo, N. (2003). The importance of evidence-based practice in therapeutic recreation. In N. J. Stumbo (Ed.) *Client outcomes in therapeutic recreation services* (pp. 25-48). State College, PA: Venture.
- ◆ Stumbo, N. J. (2003). Outcomes, accountability, and therapeutic recreation. In N. J. Stumbo (Ed.) *Client outcomes in therapeutic recreation services* (pp. 1-24). State College, PA: Venture.
- ◆ Widmer, M. A., Zabriskie, R. B., & Wells, M. S. (2003). Program Evaluation: Collecting data to measure outcomes. In N. J. Stumbo (Ed.) *Client outcomes in therapeutic recreation services* (pp. 201-220). State College, PA: Venture.
- ◆ Williams, R., & Dattilo, J. (2002). Making presentations related to therapeutic recreation. In D. R. Austin, J. Dattilo, and B. P. McCormick (Eds.) *Conceptual foundations for therapeutic recreation*, (pp. 235-251). State College, PA: Venture.

METHOD OF DELIVERY

This course will incorporate lecture, multimedia, guest speakers, class and group discussions, and readings, to facilitate an understanding of the RT process as master clinicians.

COURSE GOAL

Students will be able to develop a recreational therapy program based on clinical outcomes and understanding the role of a consultant.

OBJECTIVES

By the end of this course, students will be able to demonstrate:

1. Knowledge of consultation in terms of its components, strategies & processes.
2. Knowledge of consulting roles and activities.
3. Skills and abilities related to consultation.
4. Knowledge of program development rationale and processes.
5. Knowledge of rationale and practices of program evaluation.
6. Knowledge of standards of practice for recreational therapy.

HELPFUL INFORMATION FOR DISTANCE LEARNERS

A wealth of information regarding distance education can be found at:

http://www.hper.indiana.edu/de/pdf/de_student_primer.pdf

First of all, do not feel intimidated by the technology used to deliver the course. It is part of the digital competencies which we all have to develop to be effective professionals, especially as future clinicians. The OnCourse technology tools have many “Help” features that I have found very beneficial.

Explore OnCourse by taking the Online Tutorial (access it from the OnCourse welcome screen) as well as clicking on the other buttons at the top of the screen to lead you to information about the course.

I also ask (even expect!) those students who are more experienced and comfortable with online learning and these tools to give suggestions and positive feedback to those who are less experienced so we develop a supportive climate in our On-line Learning Community.

This is my first time teaching this course. Therefore, I encourage you to communicate with me if you are having difficulty accessing different components of the class, and especially if you have any suggestions for the class in general. The best way to communicate with me is through my campus email at jenpiatt@indiana.edu

COURSE REQUIREMENT/ASSESSMENT OF LEARNING

Each one of the following assignments will be explained in detail during class. A complete overview of each assignment is also posted on OnCourse for you to download and print.

Assignment	Points	Description
Class Contribution	25	Weekly, various topics via Adobe Connect will be presented where you will have the opportunity to discuss & present opinions. Active engagement weekly is expected. If you are not able to attend class live and watch the lectures recorded, you will post two comments and at least one question in the forum section no later than 7 days after the class session.
Consultation Project	350	This requirement will constitute the major element of the course. This project is VERY extensive and will require work throughout the semester. Students will work as consultants to complete a defined project with Riley Children's Foundation as a Service Learning Experience. The following deliverable products will be evaluated:
Proposal	(30)	Provide an overview of the overall consultation project. It must include the purpose/goals of the project, the student group role/responsibilities, a timeline, deliverable products, and a project budget (if applicable). The version due to me on the designated date SHOULD NOT be delivered to the agency- I will provide commentary to you if it needs any revision prior to sending it to the agency.
Report #1	(40)	Based on your proposal (MOA), you will describe your progress towards your final project, and evaluate your progress towards the timeline. You will turn in any deliverables that you have identified you would complete by this timeframe.
Report #2	(40)	Based on your proposal (MOA), you will describe your progress towards your final project, and evaluate your progress towards the timeline. You will turn in any deliverables that you have identified you would complete by this timeframe.
Final Product	(200)	At the conclusion of the project, a detailed written report must be provided to the Riley Children's Foundation. This written report should include: (1) the rationale for the project; (2) role and functions as a consultant to the project; (3) description of procedures conducted; (4) conclusion to include evaluation of consultation to date as well as recommended future goals and actions. You must include a copy of your MOA with this report, as well as a hard copy of your final project.
Presentation	(40)	At the conclusion of the consultation, an oral presentation of the project will be delivered to Riley Children's Foundation during finals week. Each student group will present their project.
Service Learning Reflections	25	During the semester at designated times students will be asked to complete 1-3 service learning reflection questions in the forum section of OnCourse. (5 reflections @ 5 points each).
TOTAL	400	

The following grading scale will be used in this course:

Grade	Percentage	Grade	Percentage
A+	97%	C+	77%
A	93%	C	73%
A-	90%	C-	70%
B+	87%	D+	67%
B	83%	D	63%
B-	80%	D-	60%
		F	59% & Below

COURSE POLICIES

- Assumptions. My goal for you is to walk away from this class with a solid knowledge on program development and consultation in the recreational therapy profession, therefore I assume: (a) you will complete all of the readings by the date indicated on the course schedule; (b) you are prepared for discussion because you have completed the readings on time (c) I will not cover all of the material in the readings that you will be responsible for on both class discussions and examinations.
- Office hours. I enjoy meeting with students outside of the classroom and I encourage you to utilize my office hours to help with clarification on assignments, or answer questions. If you would like to talk with me, please see/phone me during office hours. If my scheduled office hour days and times do not work for you, please contact me and we can schedule an alternative time. **Please email me directly at jenpiatt@indiana.edu rather than through the message center in OnCourse.**
 - I ask you be very selective when emailing me and keep emails to 1) emergencies; 2) pending questions that cannot wait until class; 3) setting up an appointment; or 4) answering an email from me.
 - If you do have a question, I prefer you try to problem solve on your own by first consulting the documentation for this class (syllabus, assignment overviews, etc.), and/or discussing your question with another class member before emailing me.
 - **Please note: I typically check email Monday - Friday 8:00 am – 5:00 pm.**
- Class Participation: Effective participation and contribution goes beyond just showing up for class, regardless of the method taking the course. It provides students with the opportunity to examine and discuss topics applicable to the course. Participation is expected from all students, regardless if it is during class time, or online through Oncourse discussion.
- Oncourse: This course will be using Oncourse to communicate with students as well as post important documents associated with this class (announcements, assignments, exam reviews, class notes, etc.). It is your responsibility to check Oncourse on a weekly basis.
- Adobe Connect: We will be meeting each week online via Adobe Connect. There is a posted URL in Oncourse. Go to this site each week at the start of class. In addition, you will want to have a headset so that you can eliminate background noise when class is meeting.

- Writing Requirements: The School of Public Health follows the APA guidelines for writing. I recommend that you use Purdue's OWL at <http://owl.english.purdue.edu/> as a guideline when writing papers. All written assignments must be typed in 12 point font with 1 inch margins. Please proof your writing for grammar and content. Points will be deducted from assignments if the paper is messy, or contains several spelling and grammatical errors. All papers must be turned in directly to the instructor, unless it is noted on the assignment to be turned in via OnCourse. **Emailed assignments will not be accepted (unless there is some type of technical issue with OnCourse).**
- Late Assignments: **Late assignments will not be accepted unless there is a death in the family or a medical emergency and documentation is provided to the instructor.** (This includes ALL assignments, so please plan accordingly). When submitting assignments to Oncourse, please double check that the assignment was accepted and posted before logging out. If an assignment is not posted by the due date, it will be considered late.
- Exams: **No make-up exams will be given unless there is a death in the family or medical emergency and documentation is provided to the instructor.** Exams (both in and out of class) are to be completed independently with no help from peers or other classmates. The exams will be posted.
- Incompletes: will be considered (by instructor) only on receipt of a written request from the student and only in compliance with university guidelines for use of Incompletes
- Academic Honesty and Plagiarism: This course takes academic honesty seriously. Indiana University policies on academic misconduct as presented in the most current Code of Student Ethics will be followed (available on line at <http://www.indiana.edu/~code/code/index.shtml>). It is your responsibility to understand what constitutes plagiarism and academic misconduct. You can find this information at the above site for academic misconduct and plagiarism.
- Turnitin: You will have the opportunity to submit papers to turnitin to ascertain that you have not plagiarized prior to submitting the assignment for a grade. Plagiarism is grounds for failing the project or class, dependent on several factors. Please use turnitin as a learning tool.
- Accommodations for students with disabilities: Indiana University seeks to provide equal access to its programs, services, and activities for people with disabilities. If you need special accommodations, please inform the instructor at the beginning of the semester and present documentation from the Office of Disabled Student Services, Franklin Hall, Room 096 (855-7578).
- Religious Observation: In accordance with the Office of the Dean of Faculties, any student who wishes to receive an excused absence from class must submit a request form available from the Dean of Faculties for each day to be absent. This form must be presented to the course professor by the end of the second week of the semester. A separate form must be submitted for each day. The form must be signed by the instructor, a copy retained by instructor, and original returned to the student. You can download the request form at: http://www.indiana.edu/~deanfac/download/rel_obs.html#holreq.
- Drop/Withdrawal Dates for Semester: **Please check the University Schedule for last day to drop or withdrawal from this course.**

- Copy Assignments. Make a copy of all assignments for yourself before handing them in. Keep your graded papers until you receive your final grade. You should also keep track of all of your grades throughout the semester so that your final grade will come as no surprise.
- Graded Assignments: Points earned on graded assignments will be recorded on a regular basis in the gradebook in Oncourse. Please check the grade book regularly so that you are aware of your grade in this class and can use my feedback to help clarify questions about the content covered. Students have one (1) week from the time a grade or absence is posted on Oncourse in which to raise a question with Dr. Piatt in regards to the assigned grade.
- Course Evaluations: It is the policy of SPH to evaluate all courses taught through the School. Final course evaluations will be conducted in a manner that maintains the integrity of the process and guarantees the anonymity of evaluators.
- Finally, this syllabus has been created as a guide for our class and is as accurate as possible. However, all information is subject to change, as class needs change. Any changes will be discussed during class session and will be documented in writing.

TENTATIVE CLASS SCHEDULE

Wk	Date	Topic(s)	Due
1	1/14	Session Topics: Introduction/Overview of the course Overview of Consulting/Consulting Roles Introduction to the 7 Habits Reading Due: Covey pp 1-46	
2	1/21	Session Topics: What is a consultant, really? In depth discussion of project: Guest: Riley Children's Foundation Reading Due: Block, P. (2011) pp 1-50; Covey pp 47- 130	SL Reflection #1
3	1/28	Session Topic: Marketing yourself and your idea Reading Due: Covey pp 131-204	Complete the Online Enneagram
4	2/4	Session Topic: Contracting/ MOA's/Ethical Issues in Consulting/Standards of Practice Reading Due: Block, P. (2011), pp 51-128, 299-316 ; ATRA Standards for the practice of therapeutic recreation (Oncourse)	
5	2/11	Session Topic: Developing your Written Proposal; Curriculum Development for Riley's Children Foundation Reading Due: Covey pp 205-246	SL Reflection #2
6	2/18	Session Topics: Program Development: Program Planning & Clinical Practice Guidelines; Theory-based Program Design Reading Due: Peterson, C. A., & Stumbo, N. J. (1999); Hood, C. D. (2003); Caldwell, L. (2003).	Written Proposal Due
7	2/25	Session Topics: Program Development: Evidence based practice/program design Reading Due: Stumbo, N. J. (2003). (Chapter 1); McCormick, Lee, & Van Puymbroeck (2009); Russoniello, C. V. (2003). Stumbo, N. (2003). (Chapter 2)	
8	3/04	Session Topics: Program Evaluation: Overview Outcome-based evaluation	SL Reflection #3

		Reading Due: Birckmayer, J. D. (2000); Widmer, M. A., Zabriskie, R. B., & Wells, M. S. (2003); McCormick, B. P. (2003)	
9	3/11	Session Topics: Consulting: Diagnosis and data collection Resistance to change; Implementation and feedback Reading Due: Block, P. (2011). pp 129-216	Report #1 Due
	3/18	Spring Break	
10	3/25	Session Topics: Program Evaluation: Developing and conducting needs assessments Reading Due: None	SL Reflection #4
11	4/01	Session Topics: Consulting: Feedback; Consulting wrap-up Reading Due: Block, P. (2011). pp 217-316	
12	4/08	Session Topics: Making Professional Presentations Performance Improvement: An evaluative function Reading Due: Funderburk & Fleck (2005); Funderburk (2005) Sluyter, G. V. (1998); Chapters 1-4, 6 McCormick, B. P., & Darnsteadt, J. (1999).	Report #2 Due
13	4/15	Session Topics: Out of Class Work Day on Project Readings Due: None	SL Reflection #5
14	4/22	Session Topics: Final Presentation to Riley Children's Hospital – Friday, April 24 th time TBD Reading Due: None	Final Product Due
15	4/29	Session Topics: Class Wrap-up Readings Due: None	
16	5/6	No Final Examination	